

Project Description
Self-Study of Teacher Education Practices (S-STEP) SoTL Grant Application
S-STEP in Comparative and International Education

Over the past 30 years my teaching strategies have evolved but I continue to use many pedagogies that have proven effective over the years (or so I think). Now, I am teaching a graduate course focused on comparative and international education (CIE). From my teaching experience abroad, I came to be fascinated by CIE. Will these students become engaged and immersed in the subject area as I have become? What can I do to facilitate their learning? How can S-STEP and a critical friend help me to improve my teaching of CIE? These are the research questions framing this self-study.

I enlisted the help of an S-STEP critical friend also teaching in our graduate program. “A critical friend acts as a sounding board, asks challenging questions, supports reframing of events, and joins in the professional learning experience” (Schuck & Russell, 2005, p. 107). My Comparative Ethnographic Narrative (CEN) approach (Howe, 2010) to S-STEP is well-aligned with LaBoskey’s (2004) criteria of self-study: “it is self-initiated and focused; it is improvement-aimed; it is interactive; it includes multiple, mainly qualitative methods; and it defines validity as a validation process based on trustworthiness” (p. 817).

Objectives

In this research, I critically analyze my teaching of graduate students through S-STEP with the help of a critical friend. In addition, I explore CEN as another way of knowing within the S-STEP space.

Methods

Upon ERB approval, I am collecting data on my teaching September ~December 2019. I write detailed weekly reflections on my teaching in an e-journal. In addition, I include reflections on feedback received from my students. Students provide written feedback at the end of each class and at the end of term through course evaluation. I share my e-journal reflections with my critical friend via email and in person bi-weekly. Then, together we make meaning from them. The research text evolves from our *teacher-to-teacher conversations* (Howe, 2010; Yonemura, 1982).

References

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